

# **Education Bureau School-based Support Services (SBSS) (2026/27)**

**Quality Education Fund Thematic Network  
projects (QTN projects)**

**Developing a School-based  
Curriculum to Foster Self-directed  
Learning Skills for Key Stage 1  
Students**



# Unit/Section providing the Support Service, Target and Area of Support

- Unit/Section providing the Support Service  
English
- Target of Support  
Primary Schools
- Area of Support  
Promote Self-directed Learning during Key Stage 1 through curriculum design



# Objectives and Content of Support Service

- To help participating core schools promote self-directed learning skills in English for Key Stage 1 students by developing school curriculum and using diverse strategies, including the application of e-learning tools.
- To enable exchange of experience on strengthening students' self-directed skills during English lessons and through assignment design.

# Support Foci

- To share the experience on the development of Key Stage 1 English Curriculum
- To assist the participating core school teachers in designing and developing their school English Curriculum so as to promote students' self-directed learning

# Mode of Support and Content

- The coordinating school will provide at least 16 times of on-site support and networking activities to:
  - ✓ collaborate with the participating school teachers in curriculum planning
  - ✓ conduct collaborative lesson planning, lesson observation and post-lesson discussion
  - ✓ coordinate professional development activities such as workshops and lesson demonstration
  - ✓ organise territory-wide dissemination seminar for interschool exchanges

# Mode of Support and Content

## Preparation Phrase

- Needs Analysis meeting (Goal setting)
- Sharing session
- Open classroom (Network coordinating school)
- Teacher workshop

## Implementation Phrase

- Setting up a shared Drive
- School on-site visits and co-planning meetings
- Lesson observations

## Evaluation Phrase

- Post-lesson observation discussions and sharing
- territory-wide dissemination seminar

# Points to Note

- Support Service lasts for one year
- Active engagement of participating schools throughout the support services is expected
- At least one representative should attend each QTN activity

# Points to Note

- Participating schools should nominate one representative to be responsible for the liaison of QTN activities
- Arrange regular timeslots for teachers to collaborate and exchange
- Assign teachers to attend training workshops and networking activities

# Points to Note

- Allow support officers to collect materials including video clips and photographs of learning activities, teachers' reflection and student work during the support period for professional discussion

# Points to Note

- Encourage the core teaching team to disseminate successful experiences in school curriculum development and the learning and teaching resources co-developed within and across schools (The copyright of these materials will be owned by Quality Education Fund. Quality Education Fund also reserves the right to compile and modify these materials for educational promotion purposes)

# Points to Note

- Participating schools should comply with relevant laws, such as compliance with the Copyright Ordinance in developing school-based learning and teaching materials

Enquiry Hotline / Email

# Developing a School-based Curriculum to Foster Self-directed Learning Skills for Key Stage 1 Students



Shak Chung Shan Memorial Catholic Primary School

Network Co-ordinator: Ms Law Kong Fung

Telephone: 2408 6373

Email: [lkf@scs.edu.hk](mailto:lkf@scs.edu.hk)

# Points to Note on Application

- QTN Coordinators of the Quality Education Fund Thematic Network projects (QTN projects) would provide various modes of support services to the participating schools.
- Invitation will be sent to schools directly by the QTN Coordinators. Schools could also contact the QTN Coordinators for further details.
- Interested schools may register with the QTN Coordinators of this project by submitting the following electronic form before 15 May 2026.



<https://forms.gle/qXc9GjsfPWZtub3S8>

(please scan the QR code for application)

- Results of the allocation will be announced by the QTN Coordinators on 12 June 2026.



# SCS English Curriculum Framework

# School-based English Curriculum

## 1 School-based Textbooks

School-based Books and exercises, Catering for learners diversity,

## 2 Phonics Curriculum

School-based app, a holistic curriculum from KS1 to KS2

## 4 Language-rich Learning Environment

Motivation, Self-efficacy

## 3 eLearning Curriculum

Blended Learning, Self-learning skills and tools



VALUES

# Students



**motivated**



**independent**

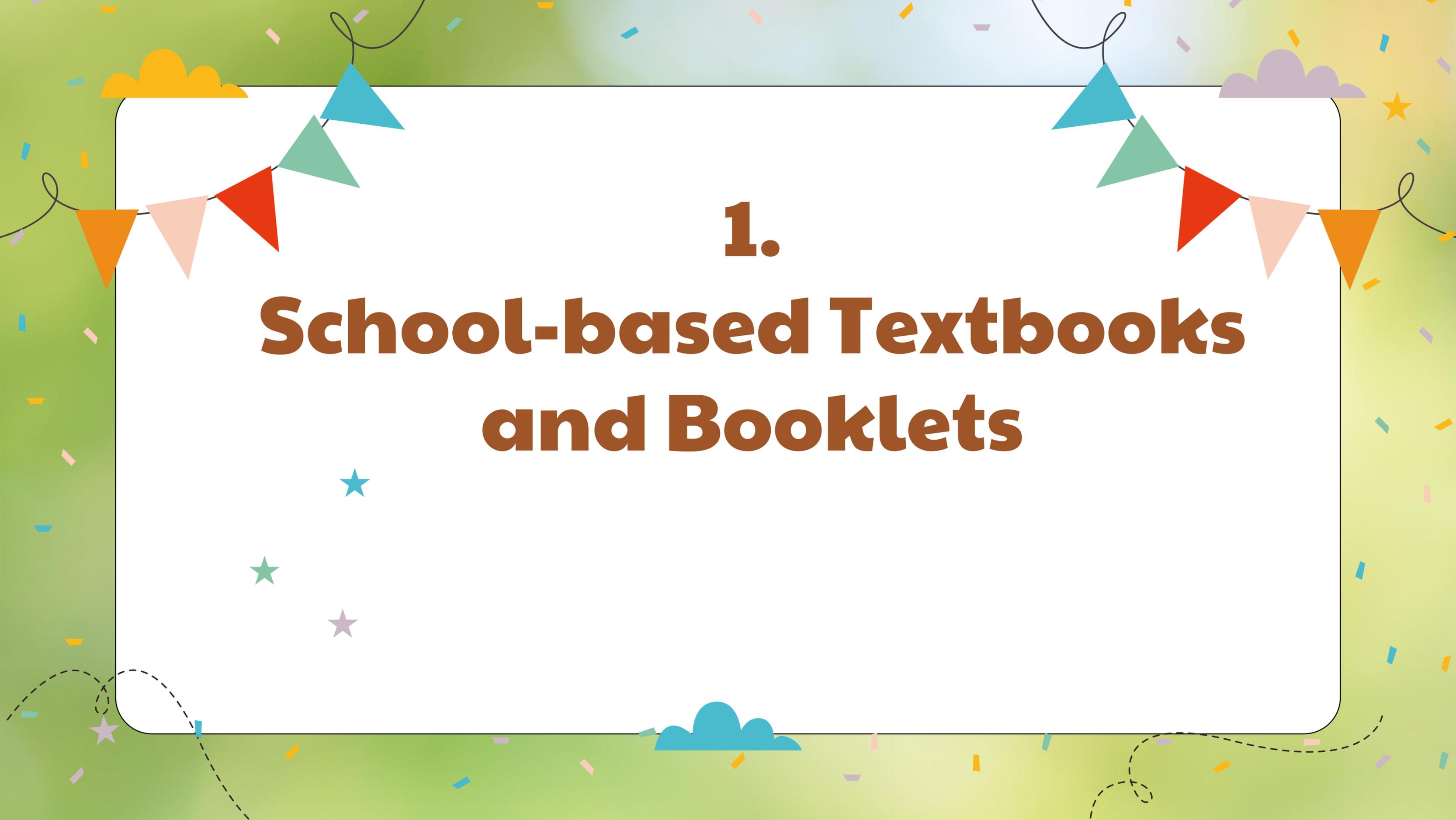


**self-directed**



**creative**



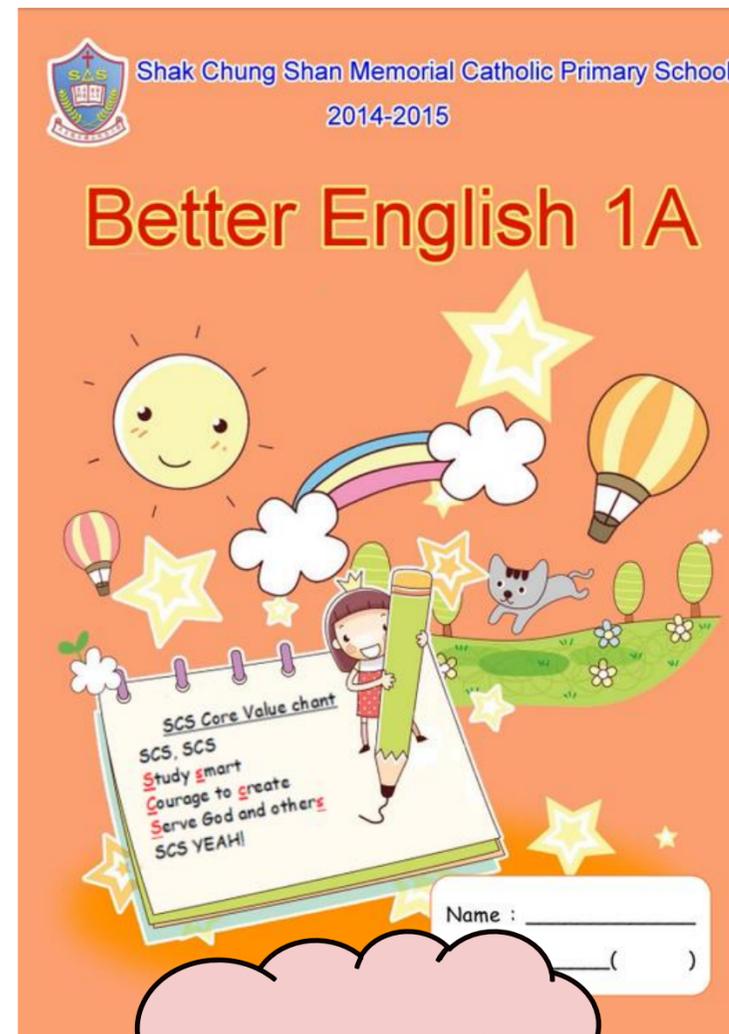


1.

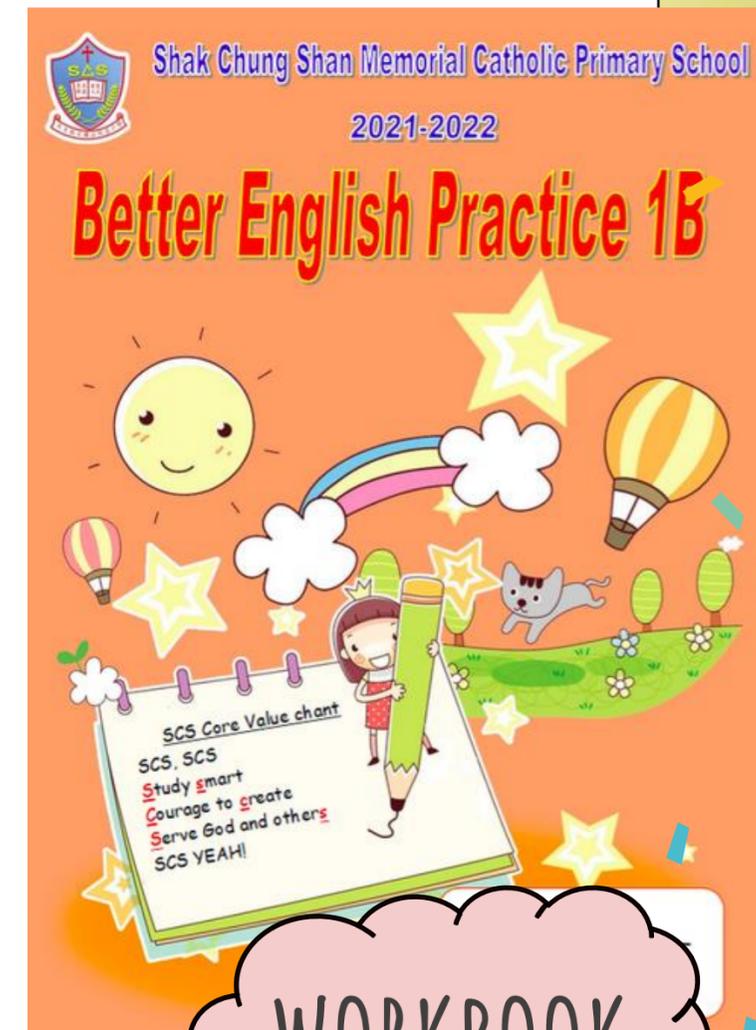
# School-based Textbooks and Booklets

# A. School-based Textbooks

- **designed by our teachers**
- **tailored materials to students' needs and teachers' expectation**
- **catering for learners' diversity**



TEXTBOOK



WORKBOOK

# A. School-based Textbooks



Start each chapter  
with a **SONG**



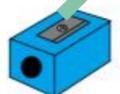
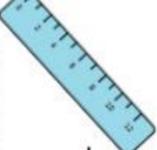
# A. School-based Textbooks

**Ch.1 School is cool!**

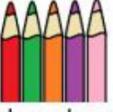
Use 'an' before nouns that start with the vowel sounds a, e, i, o and u.

Words to learn

Miss Hester is introducing the stationery to the students.

 an eraser	 a pencil	 a pencil sharpener	 a pencil case
 a ruler	 a crayon	 a highlighter	 a glue stick

Extended vocabulary:

 Principal Yau	 a teacher	 a classmate	 a group leader
 a student card	 a handbook	 coloured pencils	 an English book

There are some school objects. Do you know their names?

1  \_\_\_\_\_

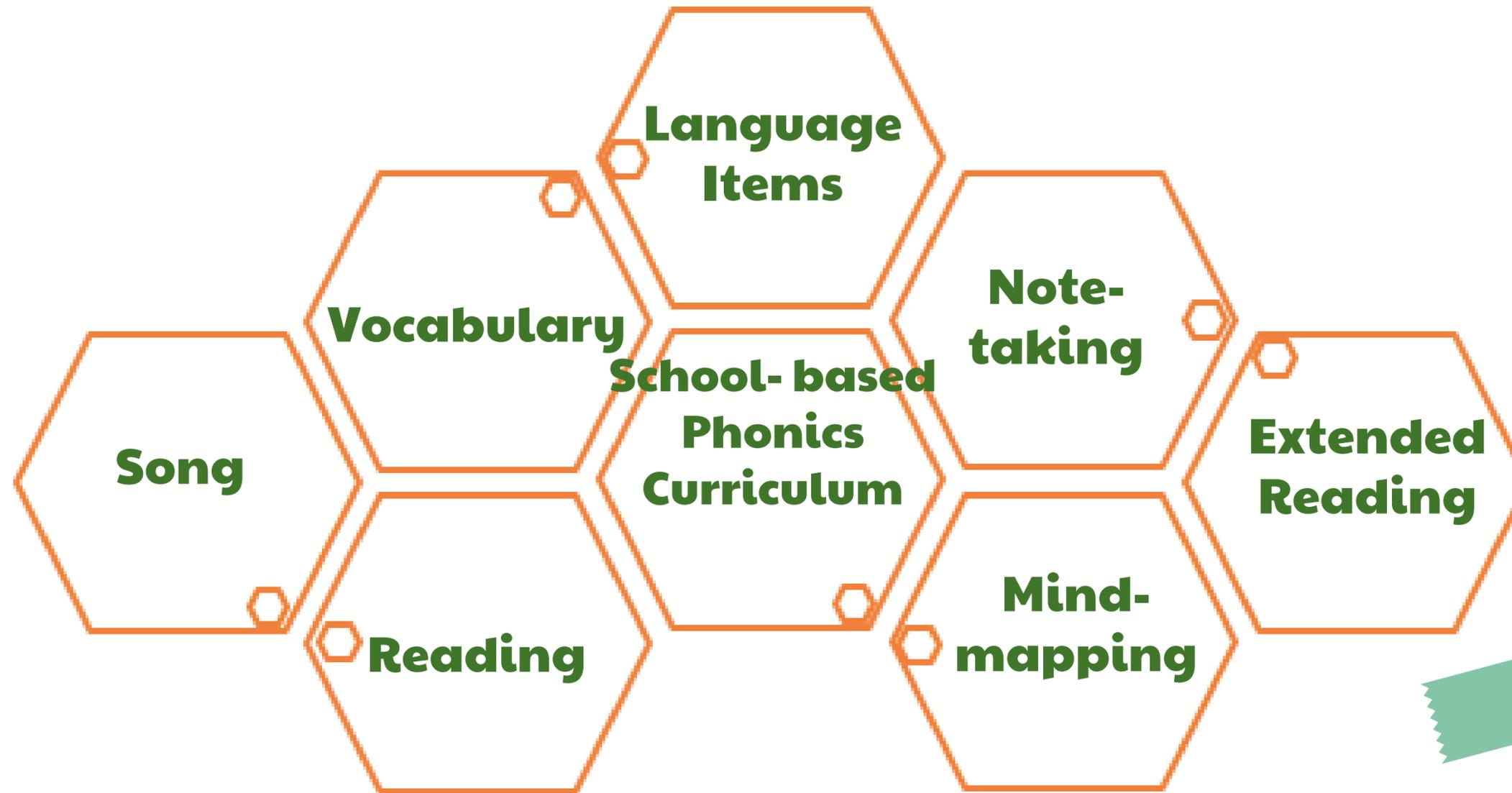
2  \_\_\_\_\_

## Extended Vocabulary

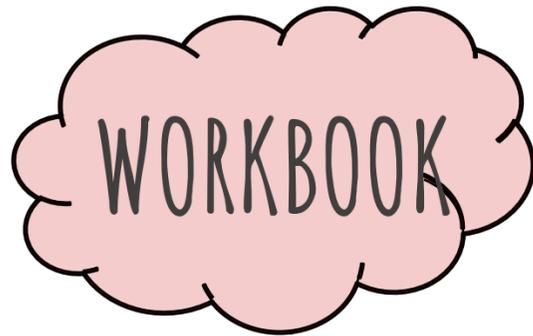
CATERING FOR LEARNER DIVERSITY

# A. School-based Textbooks

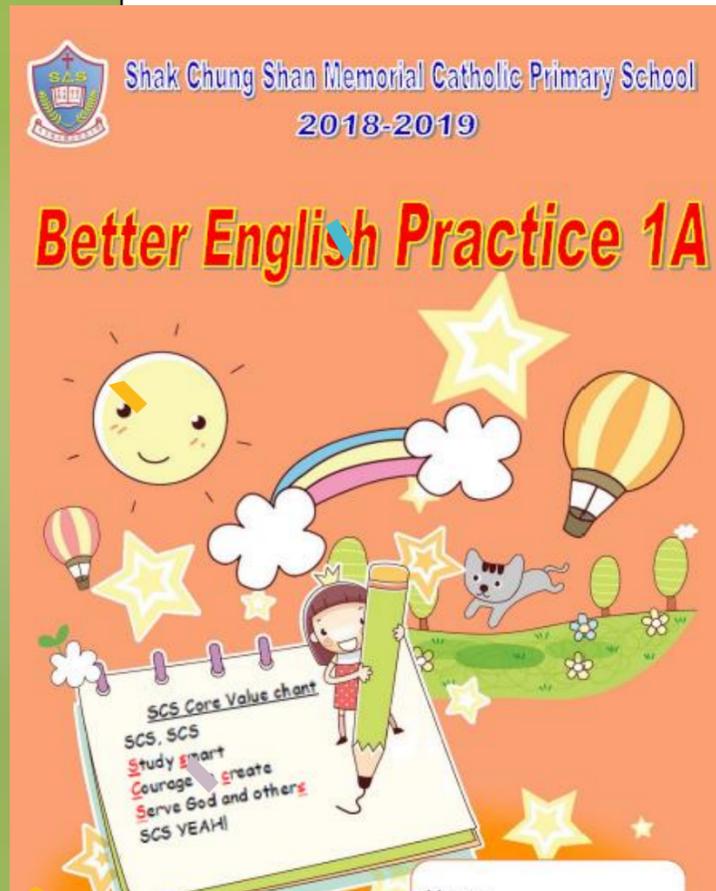
## Major Elements



# B. School-based Workbooks



- designed by our teachers
- ✓ consolidation



**Ch.2 Meet the family, Practice 1** Date: \_\_\_\_\_

B. Look at the picture and fill in the blanks.

I am Tom. I love my @f \_\_\_\_\_. This is my father. He is tall. This is my @m \_\_\_\_\_. She is standing next to my father. I have a brother and a @s \_\_\_\_\_. We all go to SCS Primary @S \_\_\_\_\_. Look! My grandfather and @g \_\_\_\_\_ are smiling to us.

Challenging question:  
★ Who do you love in your family? Why?

**Ch.2 Meet the family, Practice 2** Date: \_\_\_\_\_

A. Learning Corner

Pronouns: He, She

Who is he? Who is she?  
He is Sam. She is Bibi.

B. Fill in the blanks with the suitable pronouns.

- Who is \_\_\_\_\_? \_\_\_\_\_ is Lily.
- Who is \_\_\_\_\_? \_\_\_\_\_ is Tom.
- Who is \_\_\_\_\_? \_\_\_\_\_ Mr. Yau.
- ★ \_\_\_\_\_

**Ch.2 Meet the family, Practice 3** Date: \_\_\_\_\_

A. Learning Corner

Pronouns: I, She, He, We

I am Miss Hester.  
He is a boy. She is a girl.  
We are SCS students.

B. Fill in the blanks with the correct pronouns.

- \_\_\_\_\_ am six years old.
- Who is he? \_\_\_\_\_ is Peter.
- Who is \_\_\_\_\_? She is Macy.
- My grandmother is kind. \_\_\_\_\_ is nice too.
- How are you? \_\_\_\_\_ am fine, thank you.
- This is my father. \_\_\_\_\_ is tall.
- I have a happy family. \_\_\_\_\_ love each other.

2.

# School-based Phonics Curriculum



## 2. School-based Phonics Curriculum

**A list of decodable words are included in each unit**

Unit 1	m, n, b, p, d, t
Unit 2	l, r, j, y, a
Unit 3	h, s, z, o
Unit 4	f, v, w, x, c, k
Unit 5	e, l, u, g

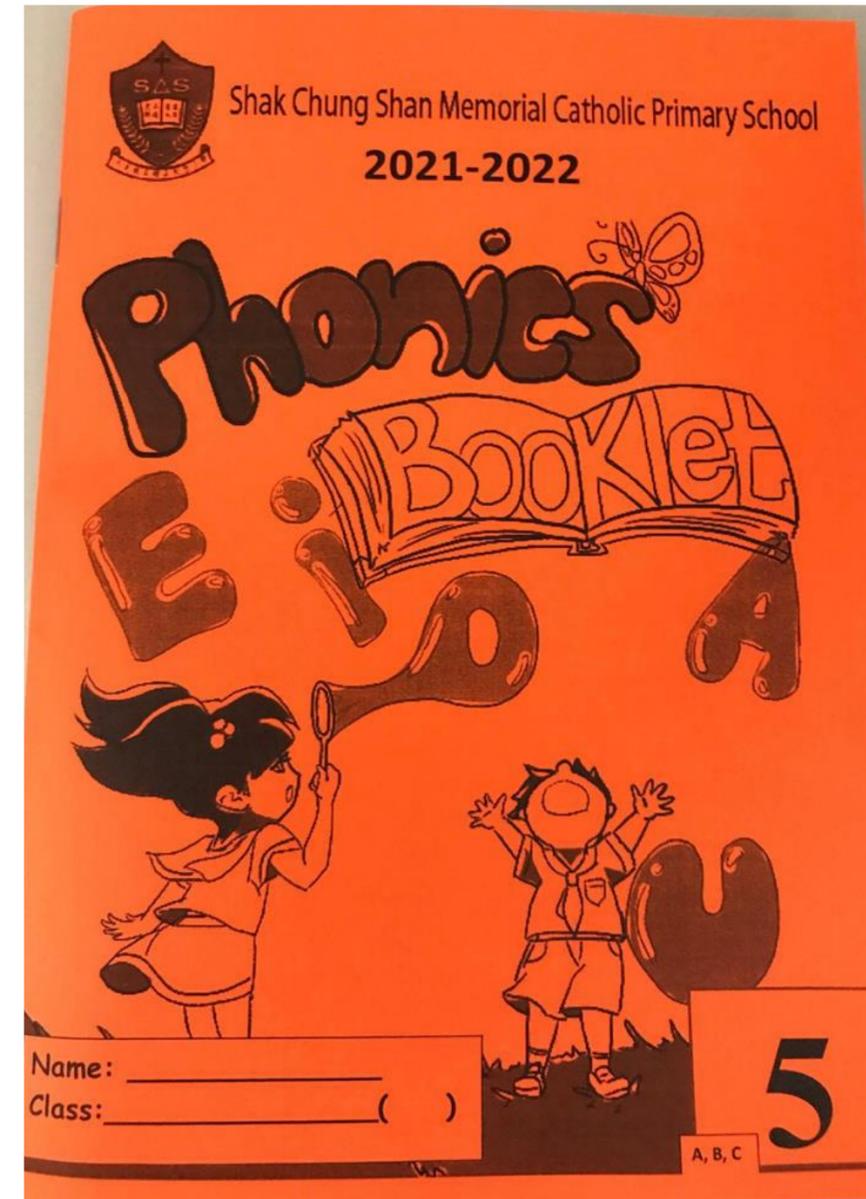
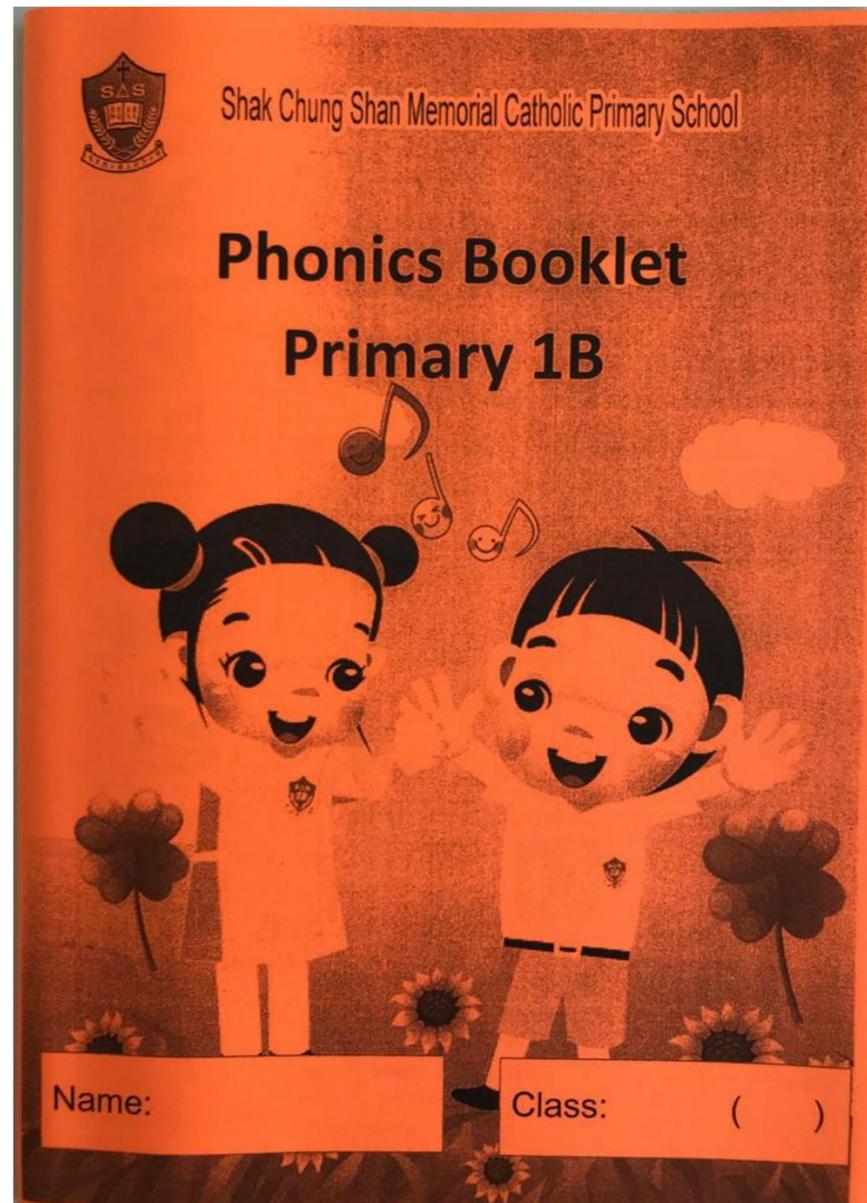
Unit 1	qu, x, f blends, v
Unit 2	sh, ch, sk, sl
Unit 3	ck, th, wh
Unit 4	bl, br, cl, cr, gl, gr
Unit 5	i, e, u, o word families

Unit 1	long vowel i
Unit 2	long vowel a
Unit 3	long vowel e
Unit 4	long vowel o
Unit 5	long vowel u

**Chunking Skills** are taught in  
**our school's Better English curriculum + phonics curriculum**  
→ **reinforced with a school-based phonics app, Magic Chunking Bee**

# 2. School-based Phonics Curriculum

A holistic curriculum from KS1 to KS2



# A. Magic Chunking Bee



- **School-based Phonics App (App Store)**
- **Magic Chunking Bee**
- **developed by a professional programmer and two native English Teachers**

# A. Magic Chunking Bee

Choose level:



Instruction:

Each level contains different units with different letters. Try to explore!



Choose level:



Instruction:

Unit 1: m, n, b, p, d, t  
Unit 2: l, r, j, y, a  
Unit 3: h, s, z, o  
Unit 4: f, v, w, x, c, k  
Unit 5: e, i, u, g



Choose level:



Instruction:

Unit 1: i-e, ie, igh, y  
Unit 2: a-e, ai, ay  
Unit 3: e-e, ee, ea  
Unit 4: o-e, oa, oe, ow  
Unit 5: u-e, ew, ue



- ✓ **Systematic**
- ✓ **Interactive**
- ✓ **Chunking skills**
- ✓ **Foundation phonics skills in KS1**

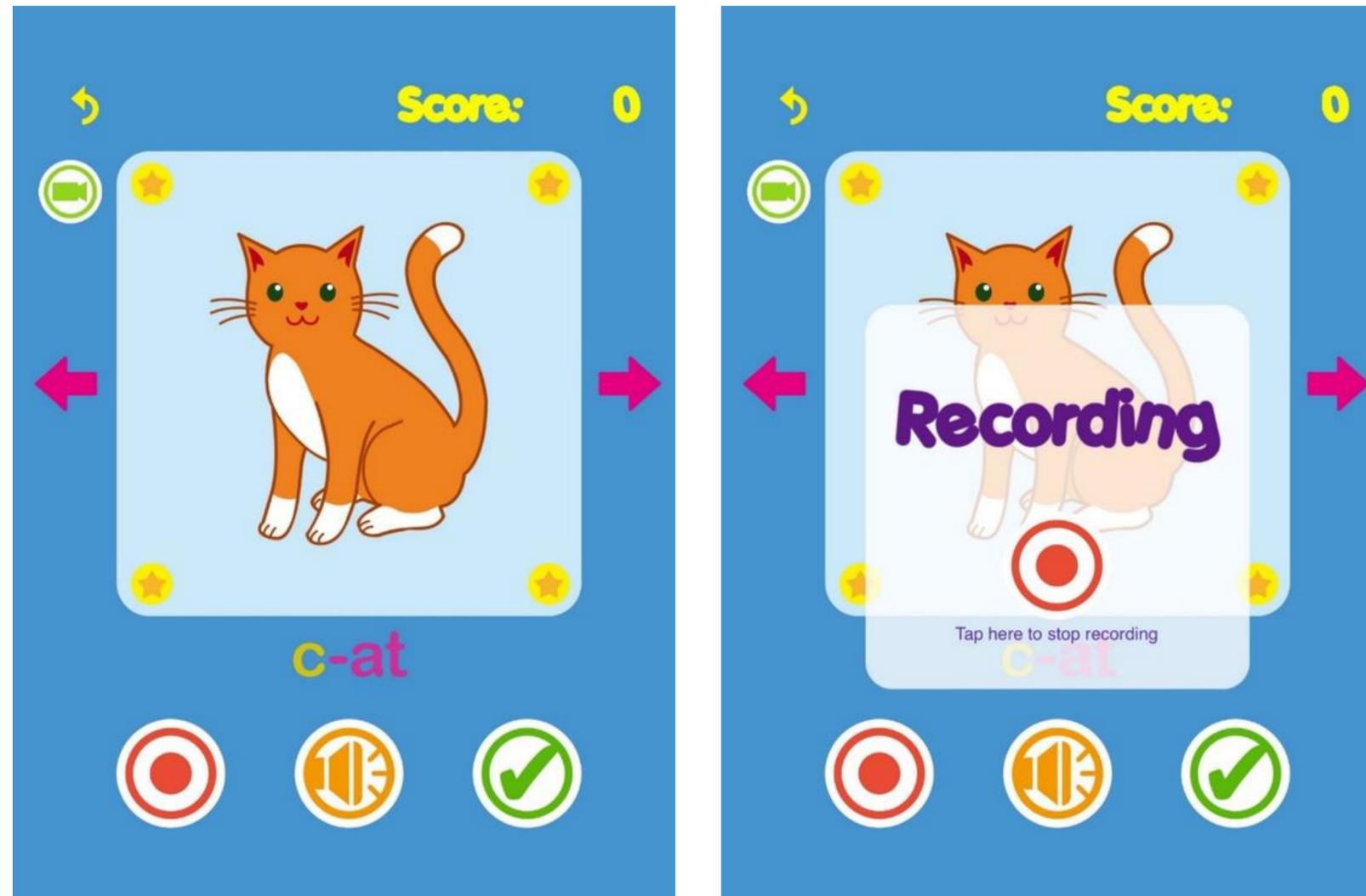
# A. Magic Chunking Bee



✓ **Teacher's demonstration for each letter sound**

→ **Students can watch the video over and over according to their own learning needs.**

# A. Magic Chunking Bee



- ✓ **Students can **record** their own performance by clicking the 'Record' button and they can listen to it again.**

# A. Magic Chunking Bee

## Blended Learning Lesson Framework

- **Students use the app during iPad lessons and at home for self-learning**

Chapter Three : It is my party!		
Lesson	Language focus	Activity
1-2	Vocabulary and story	①EPH P.36-37 games, ②EPH P.38-39 animation (Red)
3-4	Grammar to learn	①EPH P.41 games, ②EPH P.42 games, ③CPS
5-6	Phonics	①EPH P.43 video, ②Phonics APP: Magic Chunking Bee Unit 1, initial consonant d and t ③EPH P.43 animation, ④EPH P.43 games
7-8	Consolidation	①E-smart (extended reading : letter) ②APP: Amazing Shape Puzzle

## B. Chunk-Check-Cheer

- **Our phonics strategy is based on **Chunk-Check-Cheer** which is a strategic approach to reading and spelling.**
  - **empowers students to solve their own reading and spelling problems.**
- **The taught skills help students **decode words by finding chunks** and release the rote learning pressure students suffer when **reading unfamiliar words**.**

# B. Chunk-Check-Cheer

## 'Chunk Check Cheer!' Learn to Spell

Write and Look 	Say <u>slowly</u> ✓	Chunk □ □ □	Think! 	Similar Words	Cover and Write 	Check  ✓ or ✗	Cheer! or Correction 
think	✓	<u>th</u> -ink	ink	pink sink	<b>think</b>	✓	
small	✓	<u>sm</u> -all	all	ball tall			
<ul style="list-style-type: none"> <li>At the shape</li> <li>At the letters</li> <li>At the <u>whole</u> word</li> </ul>	Stretch it out like chewing gum	Clap into chunk	<ul style="list-style-type: none"> <li>What words like this do I already know?</li> <li>Is there a tricky part?</li> </ul>	<ul style="list-style-type: none"> <li>What other words do I know that have the same sound?</li> </ul>	<ul style="list-style-type: none"> <li>Can I write the word on my own (without looking)?</li> </ul>	Have I spelt it correctly?	Yes? Cheer! No? Cheer up. Try again!

# B. Chunk-Check-Cheer

## 'Chunk Check Cheer!' Learn to Spell

Write and Look 	Say <u>slowly</u> ✓	Chunk □ □ □	Think! 	Similar Words	Cover and Write 	Check  ✓ or ✗	Cheer! or Correction 
think	✓	<u>th</u> -ink	ink	pink sink			
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<ul style="list-style-type: none"> <li>At the shape</li> <li>At the letters</li> <li>At the <u>whole</u> word</li> </ul>	Stretch it out like chewing gum	Clap into chunk	<ul style="list-style-type: none"> <li>What words like this do I already know?</li> <li>Is there a tricky part?</li> <li>How can I remember it?</li> </ul>	<ul style="list-style-type: none"> <li>What other words do I know that have the same sound?</li> </ul>	<ul style="list-style-type: none"> <li>Cover and write</li> </ul>	<ul style="list-style-type: none"> <li>Check</li> </ul>	<ul style="list-style-type: none"> <li>Cheer!</li> </ul>

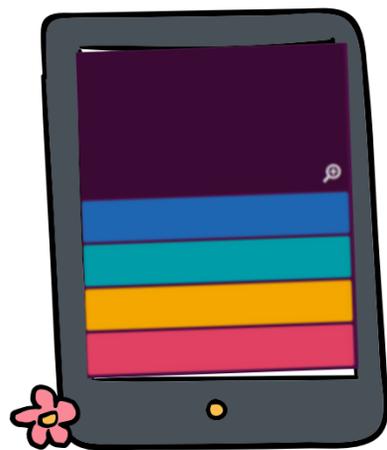
**Our school has further expanded on this strategy by asking students to “Think” of individual sounds or chunks of sounds and try to link it to other similar words.**

## 2. School-based Phonics Curriculum

Teachers	Students	Parents
<ul style="list-style-type: none"><li>• <b>Systematic phonics curriculum</b></li><li>• <b>Enhance teachers' professionalism</b></li><li>• <b>Improve effectiveness of teaching</b></li></ul>	<ul style="list-style-type: none"><li>• <b>User-friendly</b></li><li>• <b>Step-by-step chunking support</b></li><li>• <b>Consolidate and extend their learning</b></li><li>• <b>Interactive</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Support their child's learning at home</b></li><li>• <b>Learn with their child</b></li><li>• <b>Supported by parents' workshops</b></li></ul>



# 3. School-based eLearning Curriculum



# 3. School-based eLearning Curriculum

With the developed Blended Learning eCurriculum, students can access the eLearning materials **at home** or **with the provided eLearning devices in the classroom**.



# 3. School-based eLearning Curriculum

★ A variety of tools to help students scaffold their self-learning skills



# 3. School-based eLearning Curriculum

Pre-task



While task



Post-task

- ✓ **systematic**
- ✓ **incorporated into the curriculum**
- ✓ **teachers' workshop**

# 3. School-based eLearning Curriculum

Shak Chung Shan Memorial Catholic Primary School

Primary 3 Better English Teaching Framework

## A. Teaching Framework

Chapter One : On the farm		
Lesson	Language focus	Activity
7-8	Consolidation	Kahoot Book 3A U1

Chapter Two : School picnic!		
Lesson	Language focus	Activity
7-8	Consolidation	Kahoot Book 3A U2

Chapter Three : Happy pets!		
Lesson	Language focus	Activity
7-8	Consolidation	Kahoot Book 3A U3

Chapter Four : Earth Day		
Lesson	Language focus	Activity
1-2	Vocabulary and story	①EPH P.2-3 games(Vocab), ②EPH P.5 animation (Red)
3-4	Grammar to learn	①EPH P.8-9 games
5-6	Phonics and Consolidation	①EPH P.11 Text-type (Advertisements), ②Phonics : EPH P.10 video (magic e) ③EPH P.10 games, ④Magic Chunking Bee (Nil) ⑤APP : Four seasons (Optional)
7-8	Consolidation	①Kahoot Book 3A U4
9-10	Consolidation	①CPS P.9

✓ For KS1, iPads will be delivered to classrooms regularly

# 3. School-based eLearning Curriculum



Shik Chung Shan Memorial Catholic Primary School

## My e-Reading Record Booklet (P.1-3)



Name : \_\_\_\_\_

Class : \_\_\_\_\_ (    )

- ✓ **self-directed reader**
- ✓ **independent reader**
- ✓ **record regularly**

4.

# Language-rich Learning Environment



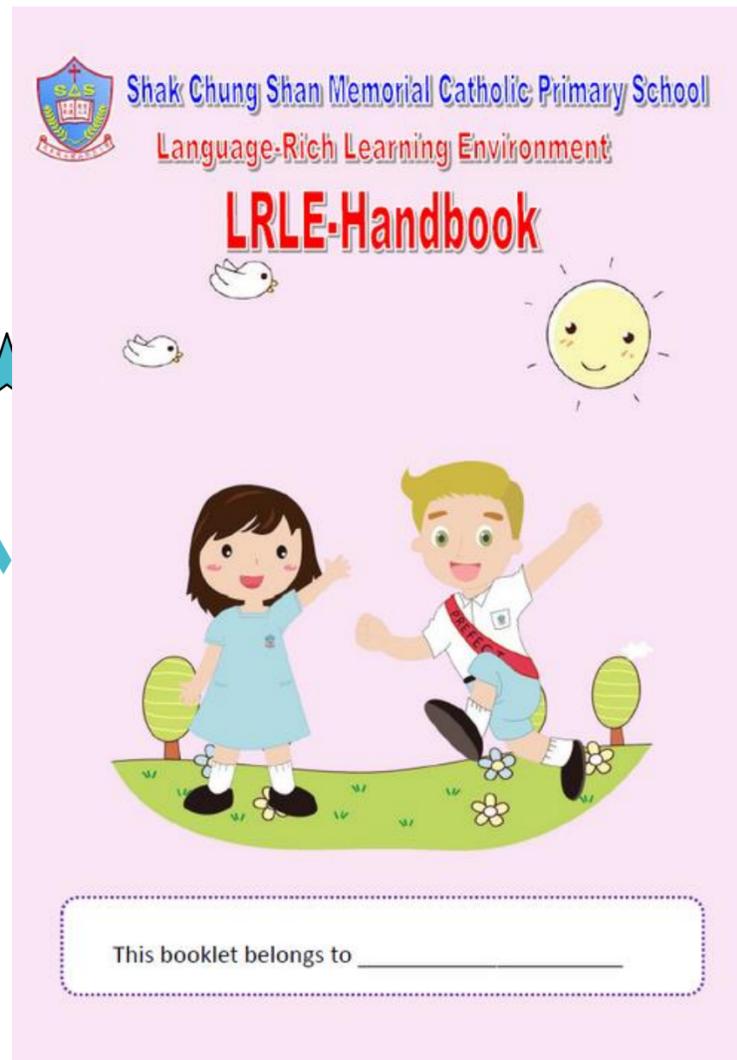
# 4. Language-rich Learning Environment

We believe that a **Language-rich Learning Environment (LRLE)** is essential in providing students authentic opportunities to use English inside and outside of the classroom.

In our school, every student has a **school-based LRLE Handbook**. It is a book of useful English expressions to enable them to communicate in English during classroom interactions, group discussions, presentations and more.



# A. LRLE Handbook



- **use English in different situations**
- **learn English more systematically and consistently (From P.1-P.6)**
- **use vivid adjectives and idioms**

# A. LRLE Handbook

## Table of contents

<b>1. Formulaic Expressions for Interpersonal Communication</b>	<b>P.1-2</b>
<b>2. English for Classroom Interaction - Teachers' List</b>	<b>P.3-5</b>
<ul style="list-style-type: none"> <li>✦ Greeting</li> <li>✦ Assembly</li> <li>✦ Class routine</li> <li>✦ Class management</li> <li>✦ Collection of materials</li> <li>✦ Instructions for activities and discussions</li> <li>✦ Instructions for exercises and worksheets</li> <li>✦ Instructions for homework and assignments</li> <li>✦ Instructions for assessment forms</li> <li>✦ Discussion on reading texts</li> <li>✦ Feedback to learners</li> </ul>	
<b>3. English for Classroom Interaction - Learners' List</b>	<b>P.6-7</b>
<ul style="list-style-type: none"> <li>✦ Greeting</li> <li>✦ Assembly</li> <li>✦ Requests</li> <li>✦ Responses</li> <li>✦ Apologies &amp; Offer</li> <li>✦ Pair work and group work</li> </ul>	
<b>4. Idioms</b>	<b>P.8-11</b>
<b>5. Creative words / Adjectives</b>	<b>P.12-14</b>
<b>6. Presentation and Interview skills &amp; Classroom Verbs</b>	<b>P.15</b>
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<b>8. Assessment expressions</b>	<b>P.18</b>
<b>9. Different text types</b>	<b>P.19</b>
<b>10. Song and poem</b>	<b>P.20-21</b>

### Creative words / Adjectives (P.1-3)

beautiful	good
lovely	fantastic
pretty	excellent
cute	great
good-looking	wonderful
handsome	awesome

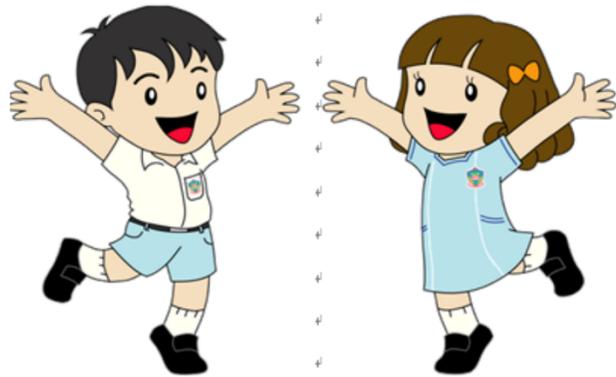
yummy	big
tasty	huge
delicious	large
mouth-watering	humongous
flavourful	gigantic
savoury	enormous

Describing feeling	
 surprised	 excited
 joyful	 scared

# B. English Pass

Shak Chung Shan Memorial Catholic  
Primary School  
Lower Primary (P.1-P.3)  
2021-2022

## English Pass



Name: \_\_\_\_\_ ( )  
Class: \_\_\_\_\_

### Stickers and Presents

Win **STICKERS** at English Corner at recess!

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.

Excellent!

Complete the activities in the English Pass!

21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.
33.	34.	35.	36.
37.	38.	39.	40.

Awesome!

## School-based stickers

Great Job



Fantastic Reader



Terrific

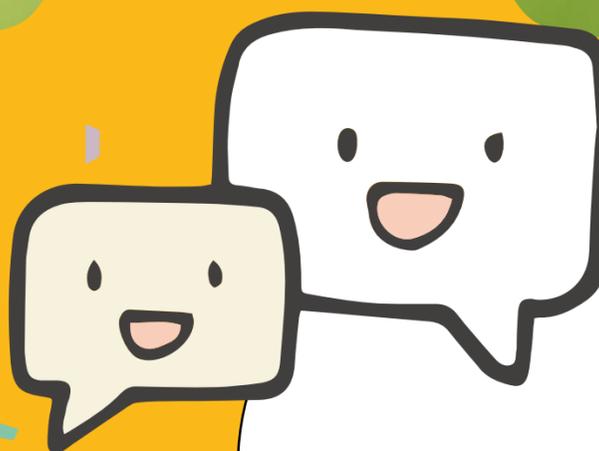


I love reading

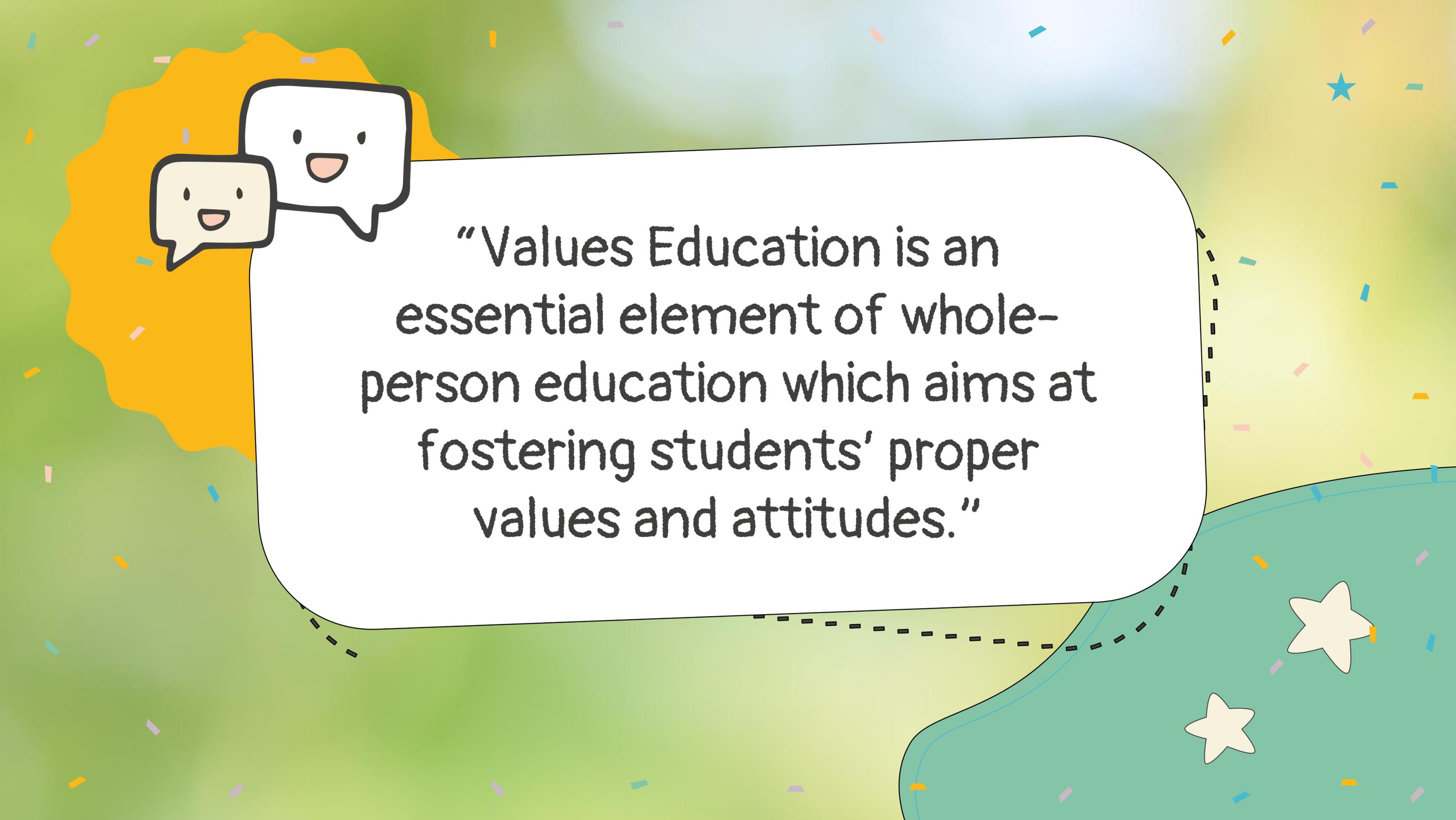
↑ INCENTIVE

# 5. Values Education





“Values Education is an essential element of whole-person education which aims at fostering students’ proper values and attitudes.”



# HOW TO PROMOTE VALUES EDUCATION AT SCS?



## Curriculum

- Daily teaching
- SOW & Idiom Booklet
- Writing



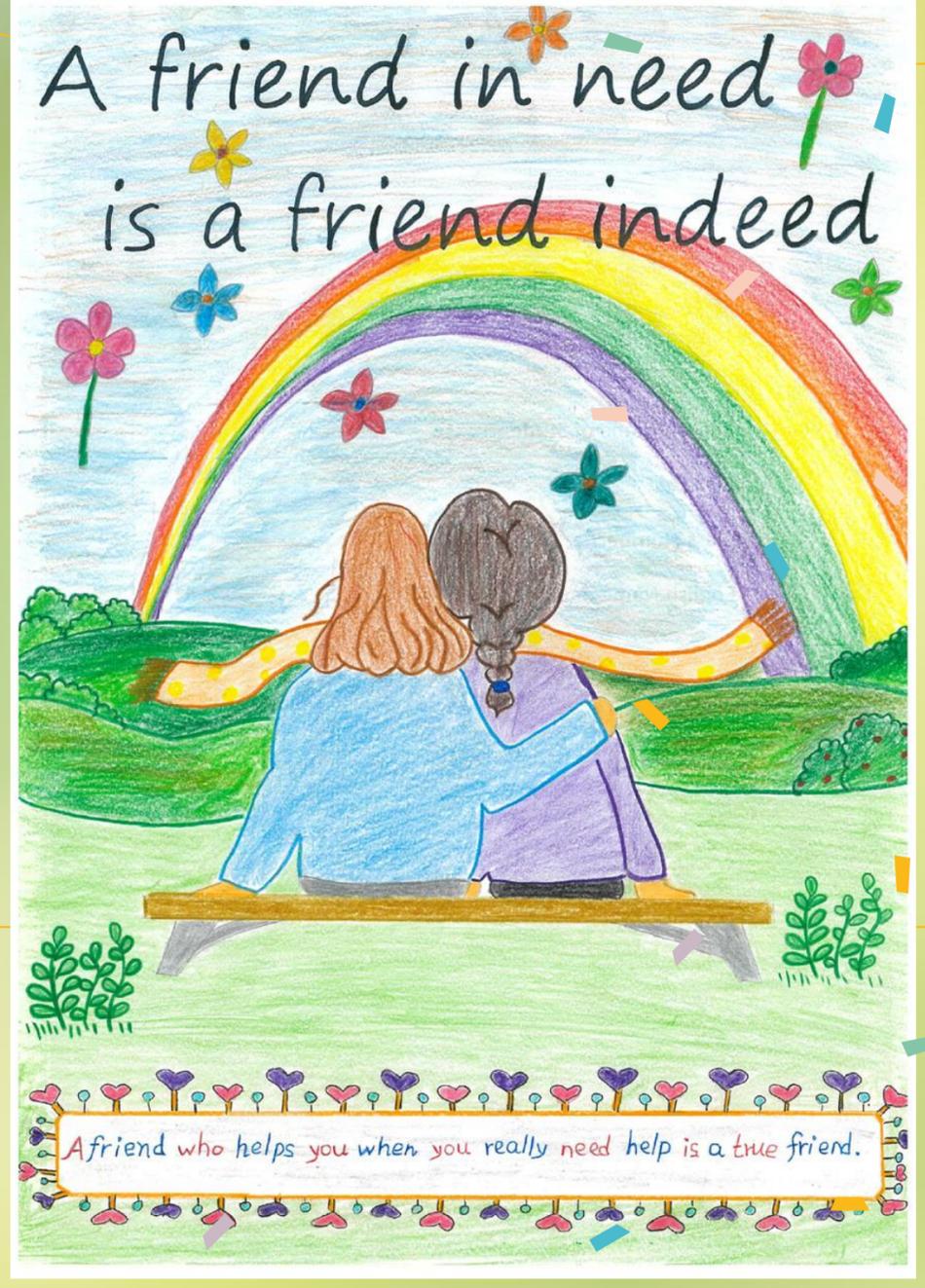
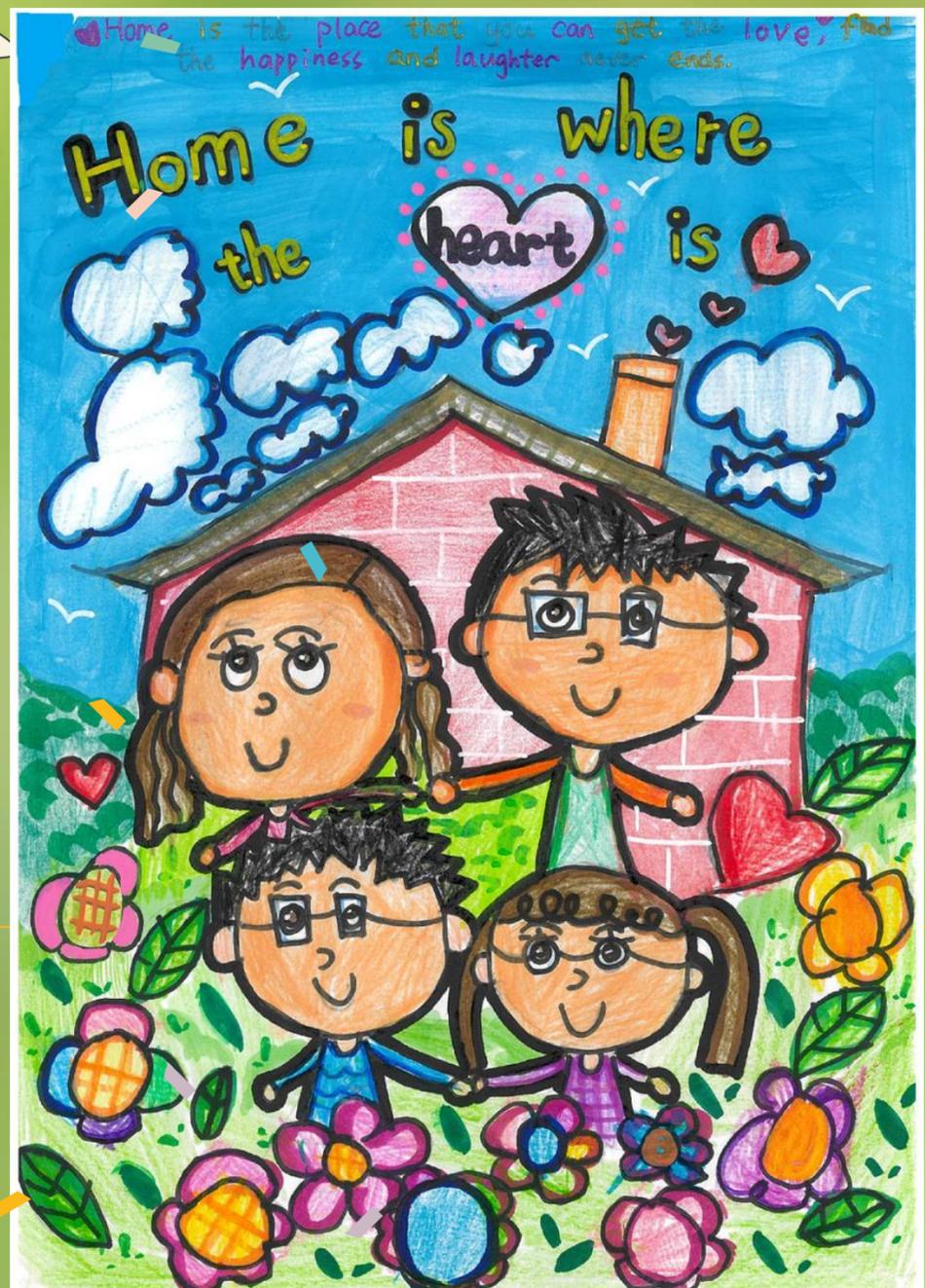
## Activities

- Poster design competition
- English Day
- Writing Competition
- English Smarties & Ambassadors



# Activities to promote positive values

e.g., poster design competition, English Day



# Learning Outcomes

- **Students have **positive reflections** of the curriculum.**
- **They **enjoy the English lessons more than before.****
- **Primary 1 students **gained progress in writing.** Previously, students learn how to write independently in Primary 2 but after the implementation of our curriculum, our students are confident in using English to communicate and this is reflected in their motivation to write in English on their own starting from Semester 2 of their Primary 1 year.**

# Conclusion

**We nurture our students with the **foundation skills, thinking skills and self-learning habits** and encourage them to extend their learning so that they can become independent lifelong learners.**

# Thank you

